

UCLA Course Requirements



Information for Participants

AB 466 and Advanced Reading Institutes, K-9

Reading First Institutes, K-3

2005-2006

Course Requirements - Advanced II and Mastery K-6 Options

4 Qtr. Units **Course No. X324.313F**

Pass, No Pass **ADV II and MASTERY K-6: Brain-Based Research on Writing Instruction**

Instructor: **Alice R. Furry, Ph.D.**

Course 1:

Content: Provides an overview of the important brain functions for writing by dispelling myths about writing; describes functional imaging studies of writing and building a writing brain; and identifies the developmental phases of writing; explains how each function is relevant to literacy; and discusses how a reading brain develops from novice to expert stages. In addition, reviews instructional design principles that transform a non-writing brain into a writing brain at the novice stage and at the developing stage.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;
2. Complete the four daily independent study work assignments for 10 hours of study and written work;
3. Participate fully in the Institute activities each day;
4. Write answers to the following questions based on the reading *Building a writing brain neurologically* In *Brain Literacy for Educators and Psychologists*, by Virginia W. Berninger and Todd L. Richards (2002) Chapter 6 (pp. 167-192):
 - A. Why is writing harder than reading for many students?
 - B. Why is it important to conceptualize writing as a developmental process that starts early and develops over a long period of time? How does brain development contribute to the long development trajectory from novice to expert writer?
 - C. Why is it important to integrate reading and writing across the curriculum in different ways at different stages of writing development?
5. Write answers to the following questions based on the reading *Building a Writing brain pedagogically*. In *Brain Literacy for Educators and Psychologists*, by Virginia W. Berninger and Todd L. Richards (2002) Chapter 9 (pp. 247-271):

- A. If children learn to talk and listen through play with language during the preschool years (Garvey 1977), should play with language also be an important part of learning to write (and read) during the early school years? How can teachers foster a playful, affective disposition to language during writing development? [Hint: see table 8.1 and 8.2 with Victor Borge's inflationary language; Graves 200; and Mahoney & Mann 1992).

Hint: see table 8.1 and 8.2 with Victor Borge's inflationary language (pp. 216-217).

Table 8.1 'Jack and the Twoderful Beans'^a

Twice upon a time there lived a boy named Jack in the twoderful land of Califivenia. Twoday Jack, a double-minded lad, decided three go fifth three seek his fivertune. After making sure that Jack nine a sandwich and drank 8-up, his mother elevenderly said, "Threedoloo, threedoloo. Try three be back next Threesday." Jack went fifth and soon met a man wearing a four-piece suit and a threepee. Fifthrightly Jack asked the man, "I'm a Califivian, Are you two three?" "Cerelevenly" replied the man, offiving the high six. "Any two five elevenis?"

Table 8.2 'Jack and the Twoderful Beans'^{b,c}

Twice upon a time there lived a boy named Jack in the **twoderful** land of **Califivenia**. **Twoday**, Jack, a **double**-minded lad, decided **three** go **fifth three** seek his **fivertune**. After making sure that Jack **nine** a sandwich and drank **8-up**, his mother **elevenderly** said, "**Threedoloo**, **threedoloo**. Try **three** be back next **Threesday**." Jack went **fifth** and soon met a man wearing a **four**-piece suit and a **threepee**. **Fifthrightly** Jack asked the man, "I'm a **Califivian**. Are you **two three**?" "**Cerelevenly**" replied the man, **offiving** the high **six**. "Any two **five elevenis**?"

^a Created by Victor Borge.

^{b,c} According to Victor Borge, the economy keeps inflating and so should language (by one). General principle of inflationary language, which can be applied deductively. The referent for each number word in bold is a syllable that is a homophone for the number word that is one less.

- B. How might the composing talents of a beginning writer be undetected because they are masked by transcription problems in handwriting and/or spelling? What might a teacher do to stimulate development of composing skills despite a student's impaired transcription skills? Why, from the perspective of the attention and working memory system, should low-level skills be automatized? How might failure to teach transcription skills explicitly compromise writing development? How might students with impaired transcription skills be unfairly penalized in assessment of whether they meet state standards for writing?

C. How can self-regulation of the writing process be taught explicitly? How can a classroom program be structured so that students get sufficient instruction in skills like spelling but also in creative writing and problem-solving writing (either in the primary grades or in the intermediate grades)? Why is timing important in delivery of instruction? Why does it matter, from a brain perspective, how long a lesson or practice session lasts? What does it matter, from a brain perspective, how skills are sequenced within a block of time? What are some of the advantages of computers in writing instruction? What are some of the advantages of pencils/pens in writing instruction

4-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number

Social Security Number or UCLA ID number

Completed Essays

Submission Deadlines:

Spring term Essay Submission by June 30, 2005, for participants attending a 40-hour Institute March 1, 2005-April 30, 2005.

Summer term Essay Submission by November 26, 2005, for participants attending a 40-hour Institute May 1, 2005-October 31, 2005.

Winter Term Essay Submission by May 27, 2006, for participants attending a 40-hour Institute November 1, 2005-February 28, 2006.

Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.



Information for Participants AB 466 Reading Institutes, K-9 and Reading First Institutes, K-3 2005-2006

Course Requirements - Advanced II and Mastery K-6 Options

8 Qtr. Units **Course No. X324.313P**

Pass, No Pass **ADV II and MASTERY K-6: Practicum on Teaching Structures of English Language**

Instructor: **Alice R. Furry, Ph.D.**

Course 2:

Content: Provides an overview of the important brain functions for literacy acquisition – sensory, motor, aural/oral language, cognition/memory, and attention/executive control; Explains how each function is relevant to literacy; and discusses how a reading brain develops from novice to expert stages. In addition, reviews instructional design principles that transform a non-reading brain into a reading brain at the novice stage and at the developing stage.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the AB 466 or Reading First Institute.
2. Write answers to the following questions based on the book, Speech to Print by Louisa Cook Moats (2000) Baltimore: Paul H. Brookes Publishing Co. Chapters 1-5. [Book provided]

Chapter 1: Why Study Language

- A. List the levels of language and the parts of the language that support each level.
- B. Explain why it is important to teach students the systems of the language as well as the strategies to comprehend it.
- C. Why does the author say teachers need a “deeper, explicit knowledge of the structure of language” to teach reading and writing?
- D. Briefly describe how good readers use phonological processing when making sense of text.

Chapter 2: Phonetics

- A. Why is counting speech sounds important in early reading instruction?
- B. How are speech sounds produced?
- C. Which are the most problematic and why?
- D. Give one example of each of the following speech sounds:
 - (1) Stop voiceless and voiced
 - (2) Nasal
 - (3) Fricative voiceless and voiced
 - (4) Affricative voiceless and voiced
 - (5) Glide voiceless and voiced
 - (6) Liquid

Chapter 3: Phonology

- A. Define the difference between the terms phonology, phoneme, and phonetics.
- B. Examine the following common spelling errors (invented spelling in capital letters before the target word). For each set, determine what phonological processing weakness might they represent?
 - (1) CHRUK/truck EGUKAT/educate
 - (2) PIG/pick HOSBIDL/hospital
 - (3) QUIDER/quieter BUTING/budding
 - (4) HLOD/hold HRED/herd
- C. Describe the instructional “next steps” and corrective feedback a teacher can provide based on the identified phonological processing weakness.

Chapter 4: Morphology

- A. On p. 77, Dr. Moats refers to Carol Chomsky’s observation that “English Orthography is a morphophonemic rather than phonemic transcription of speech.” Define and explain what is meant by morphophonemic.
- B. How and why should word structure at the morpheme level be “taught to school children” (p. 77), especially to children at risk for becoming poor readers and spellers? Support your reasons with specific examples cited in this chapter.

Chapter 5: The Structure of English Orthography

- A. The factors that contribute to predictability in spelling include sound-symbol correspondences, syllable patterns, orthographic rules, word mean word derivations, and word origin. For each of these factors, cite a specific example from the chapter that could be directly taught.
- B. Choose two of your examples and explain how the information impacts students’ reading and spelling achievement.

8-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information:

First name, Last name, Contact phone number

District, School

Email address (required for grade notification)

UCLA course number, UCLA registration number

Social Security Number or UCLA ID number

Completed Essays

Submission Deadlines:

Spring term Essay Submission by May 25, 2006, for participants attending a 40-hour Institute March 1, 2005-April 30, 2005.

Summer term Essay Submission by July 15, 2006, for participants attending a 40-hour Institute May 1, 2005-October 31, 2005.

Winter Term Essay Submission by August 19, 2006, for participants attending a 40-hour Institute November 1, 2005-February 28, 2006.

Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

General Information Available at the Information Desk

4-Qtr. Units/8-Qtr. Units UCLA Extension Required Reading ADVANCED II K-6:

If you register by mail for the 4-qtr. units/8-qtr. units course through UCLA Extension, please check the appropriate course(s) and complete the form below to receive the required reading.

- ☐ 4 Qtr. Unit Required Reading - Chapter 6 pp. 167-192 and Chapter 9 pp. 247-271, Brain Literacy for Educators and Psychologists, by Virginia W. Berninger and Todd L. Richards (2002), San Diego: Academic Press.
- ☐ 8 Qtr. Unit Required Reading - Speech to Print by Louisa Cook Moats (2000) Baltimore: Paul H. Brookes Publishing Co. Chapters 1-5.

Name

Mailing Address		
City	State	Zip

1. Send a fax (916-228-2368) or mail a copy of your UCLA Extension registration receipt **with this form** to:

AB 466 Reading/Reading First Institutes
Sacramento County Office of Education
Attn: Bruce Glass
P.O. Box 269003
Sacramento CA, 95826-9003
2. Expect to receive the pages within 10 business days at the address provided.

If you have questions or concerns, please email govread@scoe.net.